

# Shallow Analysis on the Path of Curriculum Interconnection between General High School Education and Vocational Education

Binju Wang\*

Jiangsu Yangzhou Technician College, Yangzhou 225100, Jiangsu, China

*\*Author to whom correspondence should be addressed.*

**Copyright:** © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** Curriculum interconnection serves as an effective avenue for achieving cooperation and linkage between general high school education and vocational education. Currently, certain changes have taken place in the curriculum system, curriculum goals, and teaching content settings of general high school education and vocational education, which provide a solid foundation for the interconnection of their curricula. Based on this, this paper explores the path of curriculum interconnection between general high school education and vocational education in the context of educational reform.

**Keywords:** Educational reform; Vocational education; High school; Credit exchange; Curriculum interconnection

**Online publication:** July 28, 2025

## 1. Introduction

The National Medium- and Long-Term Education Reform and Development Plan (2010–2020) emphasizes the importance of curriculum interconnection between vocational education and general high school education. The interconnection of curricula between general high school education and vocational education should be considered from the perspective of educational development. With the development of society and rapid economic growth, talent pools have become an urgent need in various industries. Traditional vocational education mostly focuses on skill transmission while neglecting the importance of cultural education. On the other hand, while general high school education emphasizes cultural education, it lacks training in practical skills. Integrating the curricula of the two can better meet societal demands and cultivate more comprehensively developed talents.

## 2. Analysis of the current situation of general high school education and vocational education

“Curriculum interconnection between general and vocational education” represents an innovative model for

the deep integration of vocational education and general education, aiming to break down the barriers between vocational education and general high school education in traditional education and build bridges for resource sharing, academic record interconnection, and curriculum cross-enrollment between the two types of education. Students can not only study the cultural curricula of general high schools but also gain access to vocational skills training, enabling “multiple paths with one exam and two-way choices”<sup>[1]</sup>.

In recent years, the interconnection of curricula between general high school education and vocational education has become a widely focused topic in society and the education industry. Vocational education is an important component of China’s higher education and a crucial arena for cultivating students’ practical abilities and technical skills. Meanwhile, general high school education focuses mainly on basic cultural curricula and shoulders the social mission of supplying talent to institutions of higher learning. Curriculum interconnection refers to the organic integration of the two, enabling students to receive a certain degree of cultural education while receiving technical and skills-based education. This educational model of curriculum interconnection not only allows students to learn knowledge beyond the basic curricula but also helps them recognize the importance of professional development and career planning through vocational education.

In constructing the curriculum system, vocational education needs to be based on students’ lifelong learning mindset, effectively interconnecting the curricula of general high school education and vocational education to provide a platform for students’ comprehensive development and diverse life planning<sup>[2]</sup>. The interconnection of curricula between general high school education and vocational education is an effective path for strengthening students’ autonomous learning abilities and cultivating comprehensive abilities. While actively optimizing talent cultivation, relevant departments should recognize the importance of the connection between general high school education and vocational education and strive to promote a high-quality curriculum interconnection between them.

### **3. Pathways for curriculum interoperability between general and vocational high school education**

#### **3.1. Implementing a curriculum interoperability model to guide students’ high-quality development**

Curriculum is the main approach and important basis for schools to achieve educational goals and a wind vane for schools to cultivate talents<sup>[3]</sup>. The core of organically integrating general high school courses with vocational education courses lies in breaking the barriers between general education and vocational education, satisfying both the demand for further studies and strengthening vocational practical abilities. Integrating vocational education courses into high school basic courses can effectively cultivate comprehensive talents who can adapt to society. The mutual communication model of general and vocational courses is the best model choice for the integration of general high schools and vocational education in China at present, with strong operability, intuitiveness, and effectiveness. The mutual communication model of general and vocational courses provides students with professional vocational knowledge and employment guidance to help them better plan their career development<sup>[4]</sup>. For example, general high school education can incorporate courses related to vocational education into the general high school curriculum system and develop a professional course of “Students’ Vocational Knowledge and Skills,” including vocational practice courses, accounting courses, information technology courses, etc. Under this course, students are required to complete the same credits as in cultural courses in the course study in accordance with the school’s scientific research requirements<sup>[5]</sup>. Meanwhile,

vocational education scientific research divides the curriculum setting into two types: elective courses and compulsory courses. Elective courses should cover ideological and political education courses, basic cultural courses, physical education courses, art courses and other courses.

### **3.2. Conducting inter-school cooperation models and establishing “general-vocational interoperability classes”**

General high schools and vocational education each have their educational characteristics and resources. Through inter-school cooperation, both sides can share resources such as courses, teachers, and facilities, achieve complementary advantages, and improve the quality of education <sup>[6]</sup>. Based on this, general high schools and vocational colleges can establish intercommunication relations. On the one hand, the intercommunication between general high school education and vocational education provides equal educational opportunities for students from different backgrounds. Through elective courses, students can cross the original educational boundaries and enjoy broader educational resources; on the other hand, in the inter-school cooperation model, students' learning needs will be maximally met, which is conducive to broadening their development paths and allowing students to find suitable learning methods and development directions <sup>[7]</sup>. For example, general high school education and vocational education can establish a cooperation model, develop practical courses, and establish training bases to provide professional vocational skills training for students in general high schools, enhance students' understanding of occupations, and help them clarify their future career planning and development goals <sup>[8]</sup>.

Meanwhile, developing intercommunicating courses for general education and vocational education is the most direct way to break the barrier between general education and vocational education in senior high schools <sup>[9]</sup>. The realization of course intercommunication can effectively promote the reform of the talent cultivation system, that is, allowing some vocational students or general high school students to study in planned vocational colleges or general senior high schools through the form of educational intercommunication. On the one hand, general education and vocational education can set up intercommunicating classes based on course settings, teaching contents, etc., providing students with two-way choices <sup>[10]</sup>. Let students choose a development direction that suits them better by combining vocational courses in general senior high schools or cultural courses in vocational schools, and realize the crossover between the two schools through the intercommunicating classes. Similarly, in the integration classes of general senior high schools, students can take vocational high school examinations and directly choose a vocational development path, which can give students multiple choices.

### **3.3. Optimizing curriculum structure to achieve interoperability between liberal arts and technical courses**

Considerations for the integration of vocational and general high school education need to be from the perspective of student development. Nowadays, students' development requires not only the imparting of knowledge but also the cultivation of their practical abilities and innovative consciousness. Only by combining cultural education with skills training can teachers meet students' development needs, enabling them to acquire more skills and knowledge during their school learning process, enhancing their overall quality.

The focus of curriculum interoperability between general and vocational high school education is to effectively connect general high school liberal arts courses with vocational technical courses, thereby improving students' cultural foundation and ability to adapt to changes, strengthening their understanding of vocational education, expanding their knowledge horizons, and helping them achieve better development <sup>[12]</sup>.

On the one hand, public foundation courses in vocational education need to be oriented towards cultivating students' basic cultural literacy and serving their professional studies and lifelong development <sup>[13]</sup>. Therefore, the curriculum goals of general and vocational high school education need to be consistent. For example, both can construct a curriculum system that is foundation-oriented, diversified, hierarchical, and comprehensive, based on adapting to the diverse needs of society and the comprehensive and individualized development needs of students. On the other hand, curriculum interoperability between general and vocational education can better reflect the trends of modern educational reform, conducive to developing and formulating curriculum standards for various subjects, guiding teachers to optimize and improve curriculum content, and conducting high-quality teaching activities. This is of great significance for improving students' comprehensive abilities and promoting their overall development.

### **3.4. Implementing the “inter-school transfer of student records” and “credit mutual recognition” mechanisms to enhance the effectiveness of interoperability**

The curriculum interoperability model grants students the right to make their own choices. Students are no longer restricted by a single exam and can flexibly transfer their student records between general high schools and vocational schools based on their interests and grades <sup>[14]</sup>. Specifically, students can voluntarily transfer to vocational secondary schools by taking exams and meeting the designated scorelines for general high schools or vocational secondary schools. Similarly, vocational school students can transfer to general high schools. The interoperability model helps stimulate students' learning enthusiasm and motivation, enabling them to choose the most suitable educational path based on their career planning and personal interests. After selecting a school, students will transfer their student records according to the current school's regulations, with final evaluations following the new school's rules.

During the curriculum interoperability process, general and vocational high schools should implement the “credit mutual recognition” mechanism, allowing students from both types of schools to take elective courses from each other <sup>[15]</sup>. Specifically, general high school students can earn corresponding credits by taking vocational education courses, meaning they will no longer receive credits for general high school elective courses; similarly, vocational school students can earn credits by taking liberal arts courses. Such an approach can fully leverage the respective advantages of general and vocational high schools, achieving resource sharing in terms of curriculum resources, faculty teams, and course content.

## **4. Conclusion**

In conclusion, establishing a curriculum interconnection mechanism between general high school education and vocational education has certain practical significance for promoting the integrated educational reform of high schools and vocational colleges. By implementing a model of curriculum interconnection between general and vocational education, conducting inter-school cooperation, optimizing curriculum structures, and implementing mechanisms of “mutual transfer of school records” and “mutual recognition of credits,” teachers can effectively facilitate students' comprehensive development and promote the modernization of education.

## **Disclosure statement**

The author declares no conflict of interest.



## References

- [1] Ren X, 2024, Research on the Development Countermeasures of Vocational-General Education Integration from the Perspective of Modern Vocational Education. *Cultural and Educational Materials*, 2024(22): 155–158.
- [2] Jin Y, Li C, Wang Y, 2024, Mode Analysis of Vocational-General Education Integration from the Perspective of Secondary Vocational Education. *Automobile Maintenance and Repair*, 2024(18): 62–63.
- [3] Zhang K, Qiu X, 2024, Research on the Difference in Employment Quality between Vocational Education and General High School Education. *Labor Economic Review*, 17(1): 99–127.
- [4] Lv X, 2024, Thoughts on the Transformation of High School Education Development in China from the Perspective of Global High School Education Development. *Shanghai Education*, 2024(3): 56–57.
- [5] Niu G, Chen B, 2024, Coordinated Development of Vocational Education and General Education at the High School Stage: Comparison with OECD Countries. *Adult Education*, 44(1): 69–75.
- [6] Zheng X, Sun Z, Wang J, 2023, Choosing General High School Education or Secondary Vocational Education – Empirical Analysis of the Expected Rate of Return of Different Types of Education at the High School Stage. *Education Research*, 44(1): 103–117.
- [7] Xia H, 2022, Comparative Research on the Rate of Return of Education at the High School Stage after the “Vocational-General Education Diversion,” thesis, Zhejiang University of Finance and Economics.
- [8] Li C, 2022, Comparative Research on the Benefits of General Education and Vocational Education at the High School Stage in China, thesis, Dongbei University of Finance and Economics.
- [9] Xu Y, 2022, Thoughts on the Coordinated Development of Vocational Education and General Education at the High School Stage from a Comparative Perspective. *Chinese Vocational and Technical Education*, 2022(30): 40–45.
- [10] Su H, Zhang Y, 2022, Which One Has a Higher Contribution to the Economy, Secondary Vocational Education or General High School Education? – A Study on the Impact of Inputs in Secondary Vocational Education and General High School Education on Economic Returns. *Vocational and Technical Education*, 43(27): 30–38.
- [11] Lv J, Chen C, 2022, How to Coordinate General Education and Vocational Education at the Senior High School Stage – Experience and Enlightenment from the Integration of General and Vocational Education in the UK. *Journal of Comparative Education*, 2022(4): 29–41.
- [12] Li Y, 2022, A Comparative Study on the Financial Input Policies of Vocational Education and General Education at the Senior High School Stage in China, thesis, Tianjin University of Finance and Economics.
- [13] Xu Y, 2019, A Study on the Function Positioning of Secondary Vocational Education under the Modern Vocational Education System, thesis, Tianjin University.
- [14] Ma Y, 2018, The Application of Flipped Classroom in Secondary Vocational Education and General High School Education. *Teacher*, 2018(4): 29.
- [15] Wu J, 2017, A Historical Comparison of the Scale of Senior High School Education and Higher Education in China, thesis, Nanjing Normal University.

### Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.